

**THE EFFECT OF USING FLIPPED LEARNING METHOD TO IMPROVE
SPEAKING SKILLS AT NINTH AKHWAT STUDENTS OF AL
MADINAH JUNIOR HIGH SCHOOL**



THESIS

Submitted to State Islamic College of the Sultan Abdurrahman Kepulauan Riau as a Partial fulfillment of the requirements for Getting Undergraduate Degree of Education (S.Pd)

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ABSTRACT

Cici Andini, 211892, The Impact of the Flipped Learning Approach on Improving the Speaking Skills of 9th-Grade Female Students at Al Madinah Junior High School. English Education Department, Sultan Abdurrahman, Riau Islands, STAIN, 2025. Speaking is a crucial component of English language learning because it allows one to express thoughts and participate in everyday conversations. However, this lack of confidence is primarily due to a fear of making mistakes, limited access to authentic speaking opportunities, and insufficient class time dedicated to speaking practice. The purpose of this study was to investigate the impact of the flipped learning method on the speaking skills of ninth-grade female students at Al Madinah Junior High School. This study employed a quasi-experimental approach using pre- and post-test control groups. The instrument consisted of a speaking test, where students spoke in front of the class for one to two minutes. The sample consisted of 63 students, divided into two groups: 31 in the experimental class and 32 in the control class. Analysis using SPSS version 26, using paired sample t-test and descriptive statistics. The results of the study showed that the average post-test score of the experimental class (81.8) was significantly higher than its pre-test score (63.8). The null hypothesis was rejected and the alternative hypothesis was accepted, based on the t-test results with a significance level of $0.000 < 0.05$. The flipped learning approach has successfully helped students improve their English speaking skills. With the flipped learning method, students build confidence and dare to express themselves.

Key words: Improving, Speaking skill, Flipped Learning Method

ABSTRAK

Cici Andini, 211892, Dampak Pendekatan Pembelajaran Terbalik terhadap Peningkatan Kemampuan Berbicara Siswa Perempuan Kelas 9 di SMP Al Madinah. Departemen Pendidikan Bahasa Inggris, Sultan Abdurrahman, Kepulauan Riau, STAIN, 2025. Berbicara merupakan komponen penting dalam pembelajaran bahasa Inggris karena memungkinkan seseorang untuk mengekspresikan pikiran dan berpartisipasi dalam percakapan sehari-hari. Namun, kurangnya kepercayaan diri ini terutama disebabkan oleh rasa takut membuat kesalahan, keterbatasan akses terhadap kesempatan berbicara yang autentik, dan waktu kelas yang tidak cukup untuk latihan berbicara. Tujuan penelitian ini adalah untuk menyelidiki dampak metode pembelajaran terbalik terhadap keterampilan berbicara siswa perempuan kelas 9 di SMP Al Madinah. Penelitian ini menggunakan pendekatan quasi-eksperimental dengan kelompok kontrol pra-tes dan pasca-tes. Alat ukur yang digunakan adalah tes berbicara di depan kelas selama satu hingga dua menit. Sampel yang digunakan adalah sampel acak dengan total 63 siswa yang dibagi menjadi dua kelompok, yaitu 31 orang di kelas eksperimen dan 32 orang di kelas kontrol. Analisis menggunakan SPSS versi 26, dengan uji t sampel berpasangan dan statistik deskriptif. Hasil penelitian menunjukkan bahwa skor post-test rata-rata kelas eksperimen (81,8) secara signifikan lebih tinggi daripada skor pre-testnya (63,8). Hipotesis nol ditolak dan hipotesis alternatif diterima, berdasarkan hasil uji t dengan tingkat signifikansi $0,000 < 0,05$. Pendekatan pembelajaran terbalik telah berhasil membantu siswa meningkatkan keterampilan berbicara bahasa Inggris mereka. Dengan metode pembelajaran terbalik, siswa membangun kepercayaan diri dan berani mengekspresikan diri.

Kata kunci: Pembelajaran Terbalik, Keterampilan Berbicara

PEDOMAN TRANSLITERASI ARAB – LATIN

Sistem transliterasi yang digunakan dalam skripsi ini mengikuti pedoman Transliterasi Arab-Latin yang merupakan keputusan bersama Menteri Pendidikan dan kebudayaan (Nomor 158 tahun 1987 dan Nomor 0543/U/1987), tanggal 22 Januari 1988. Bagian-bagian pokok dari pedoman tersebut adalah sebagai berikut:

Konsonan Tunggal

Huruf Arab	Nama	Huruf Latin	Nama
أ	Alif	Tidak dilambangkan	Tidak dilambangkan
ب	Ba	B	Be
ت	Ta	T	Te
ث	Ša	š	es (dengan titik di atas)
ج	Jim	J	Je
ح	Ḥa	ḥ	ha (dengan titik di bawah)
خ	Kha	Kh	ka dan ha
د	Dal	D	De
ذ	Žal	Ž	Zet (dengan titik di atas)
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es dan ye
ص	Šad	š	es (dengan titik di bawah)
ض	Ḍad	ḍ	de (dengan titik di bawah)
ط	Ṭa	ṭ	te (dengan titik di bawah)
ظ	Ẓa	ẓ	zet (dengan titik di bawah)

ع	`ain	`	koma terbalik (di atas)
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Ki
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	‘	Apostrof
ي	Ya	Y	Ye

Konsonan Rangkap karena Syaddah ditulis Rangkap

عدة	Ditulis	‘iddah
-----	---------	--------

Ta’marbutoh

1. Bila dimatikan ditulis

هبة	Ditulis	<i>Hibah</i>
جزية	Ditulis	<i>Jizyah</i>

(ketentuan ini tidak diperlakukan terhadap kata-kata Arab yang sudah terserap ke dalam Bahasa Indonesia, seperti shalat, zakat, dan sebagainya, kecuali bila dikehendaki lafal aslinya).

Bila diikuti dengan kata sandang “**al**” serta bacaan kedua itu terpisah, maka ditulis dengan h.

كرامة الأولياء	Ditulis	<i>Karamah al-auliya’</i>
----------------	---------	---------------------------

2. Bila ta' marbutah hiduo atau dengan harkat, fathah, kasrah, dan dammahditulis.

زكاة النطر	Ditulis	<i>Zakatul fitri</i>
------------	---------	----------------------

Vocal Panjang

َ	Fathah	Ditulis	A
ِ	Kasroh	Ditulis	I
ُ	Dammah	Dirulis	U

Vokal Panjang

Fathah + alif	Ditulis	A
جاهلية		<i>Jahiliyyah</i>
Fathah + ya' mati	Ditulis	A
يسعى		<i>yas'a</i>
Kasrah + ya' mati	Ditulis	L
كريم		<i>Karim</i>
Dammah + wawu mati	Ditulis	U
فروض		<i>Furud</i>

Vocal Rangkap

Fathah + ya' mati	Ditulis	Ai
بينكم		<i>Bainakum</i>
Fathah + ya' mati	Ditulis	Au
قول		<i>Qaulun</i>

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Praise be to Allah SWT, whose abundant grace, guidance, and inner and outer strength have enabled the researcher to complete this thesis at Sultan Abdurrahman State Islamic College, Riau Islands, entitled "The Effect of Using the Flipped Learning Method to Improve Speaking Skills at Nineth-Year Students of Al Madinah Junior High School." May blessings and peace always be upon the Prophet Muhammad, peace be upon him, who has guided us from darkness to the light of knowledge.

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The author realizes that this thesis is far from perfect. For further improvement, the author will gladly accept constructive suggestions and criticism from all parties. Hopefully, this final assignment will be beneficial, especially for the author and all of us.

Bintan, October 13th 2025

Author,

Cici Andini

MOTTO

“Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya”

~*Q.S Al Baqarah: 286*~

“I learned a lot from my mother, about how true strength is accepting destiny with sincerity, hiding wounds with a sincere smile, and always remaining steadfast even though people often see you as wrong.”

~*Cici Andini*~

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow”

~*John Dewey*~

“pada akhirnya, semua hanyalah permulaan”

~*Nadin Amizah*~

DEDICATION

I dedicate this thesis to:

Allah SWT, the Most Gracious and Most Merciful

STAIN Sultan Abdurraman Riau Islands

English Education Study Program, my alma mater

My beloved parents, Ayah Herman and Mamak Era.

My beloved siblings who grew up with me, Adelia and Fadhil Rachman.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Speaking is one of the most challenging skill for students to learn English as a Foreign Language (EFL). In a countries where English is not used in everyday communication, such as Indonesia, speaking becomes increasingly difficult to master due to limited opportunities for interaction and practice. According Riadil, emphasized that speaking a foreign language like English is not just about grammatical knowledge, but also about the ability to use the language functionally and fluently in real-life situations.¹ This difficulty arises because learners often experience psychological barriers such as anxiety, low self-confidence, and shyness, in addition to linguistic limitations such as poor vocabulary, inaccurate grammar, and weak pronunciation. These combined challenges can prevent learners from expressing their ideas effectively and actively participating in classroom speaking activities.

For EFL learners, speaking presents unique challenges, requiring not only linguistic accuracy but also the ability to express ideas clearly and persuasively. In Bangladesh, where English has been taught as a compulsory subject since elementary school, similar difficulties persist. Despite years of formal education, many university graduates still struggle to articulate their thoughts in English and often lack adequate

¹ Ikrar Genidal Riadil. "EFL students in speaking skill: identifying english education students' perceptions of the psychological problems in speaking." *JETAL: Journal of English Teaching & Applied Linguistic* 2.1 (2020): 8-20.

conversational skills. These persistent problems reflect a broader pattern among EFL learners worldwide, where limited exposure to native language environments and a lack of cultural understanding often hinder the development of practical communication skills. Good speaking skills require more than just mastery of vocabulary and grammar; they also require careful consideration of both the message and the purpose. This is in accordance with the guidance contained in the Al-Quran, Surah Fussilat, Verse 33, which emphasizes the importance of thinking carefully before speaking:

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّن دَعَا إِلَى اللَّهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ²

Meaning: And who has better words than the one who calls on Allah, does righteous deeds, and says: 'Indeed, I am one of those who submit.

This perspective is supported by preliminary research conducted through observation and discussion with an English teacher on Thursday, December 5th, 2025. The interview revealed that eighth-grade students struggled to balance their passive and active English skills. Although they could understand the material relatively well, many still struggled to express their thoughts clearly orally. A major concern identified that although students often had extensive vocabularies, they lacked the confidence to use them in everyday conversation. This lack of confidence is primarily due to a fear of making mistakes, limited access to authentic

² Q.S. Fussilat (41): 33

speaking opportunities, and a lack of class time dedicated to speaking practice.

Based on the problems that have been described, students need to implement learning strategies that can actively involve them in the learning process. Using learning strategies that involve students actively in the learning process is known as strategic learning. Students should be encouraged to practice speaking in real-world situations using these techniques.³ One of these innovative approaches is Flipped Learning, which challenges the traditional classroom structure. One of the basic ideas of flipped learning is that students have the opportunity to think at a higher level given that during class, students are exposed to significant knowledge before class begins. A pedagogical strategy known as “flipped learning” flips the conventional educational paradigm on its head. Before participating in active learning in class, students are exposed to new content outside of class, usually through reading and watching it online. This model allows for deeper exploration of concepts through teacher-facilitated discussions, problem-solving, and collaborative activities.

The flipped classroom learning model has been shown to significantly improve students' speaking skills. Liu found that students participating in flipped classroom learning demonstrated higher levels of confidence, engagement, and participation compared to those in traditional

³ Timothée Lesort, et al. "Continual learning for robotics: Definition, framework, learning strategies, opportunities and challenges." *Information fusion* 58 (2020): 52-68.

classrooms.⁴ This can be attributed to the fact that flipped classroom learning provides students with exposure to learning materials before class, so that they can understand the concepts before participating in discussions and practices in the classroom

One of the biggest challenges in language learning is facilitating students to speak English in real communication. Yesilcinar found that the flipped classroom provides more opportunities for students to practice authentic communication, which is crucial in improving their ability in daily conversations.⁵ With flipped learning, students have more exposure to English in relevant contexts so that they are better equipped to speak in everyday life, both in academic and social settings. These findings reinforce the idea that flipped learning not only helps students reduce speaking anxiety, but also increases their success in real conversations, as they have more time to practice and internalize the language before using it in live communication.

Although numerous studies have been conducted to examine the influence of flipped learning on students' speaking skills across various educational settings, there remains a limited understanding of how this instructional approach explicitly impacts the development of speaking abilities among junior high school students. Most of the existing research tends to focus on higher education contexts or general language learning

⁴ Liu Jingtao. "A Study on the Effects of Flipped Classroom Approach on Chinese EFL College Students' Speaking Skills." *AJELP: Asian Journal of English Language and Pedagogy* 12.1 (2024): 93-103.

⁵ Sabahattin Yeşilçınar. "Using the flipped classroom to enhance adult EFL learners' speaking skills." *Pasaa* 58.1 (2019): 206-234.

outcomes, leaving a gap in the literature regarding its effectiveness in improving speaking performance at the lower secondary level. Therefore, it is essential to investigate how flipped learning can be effectively applied in junior high school classrooms to promote students' active participation and oral communication skills.

From the problems that have been described, the researcher propose the title " **The Effect of Using Flipped Learning Method to Improve Speaking Skills tt Nineth Akhwat Students of Al Madinah Junior High School** " With regard to the problems identified earlier. The purpose of this study is to find out how the flipped learning approach can help students to improve student speaking skill. Through appropriate strategies to optimize class time for active practice and meaningful interaction, this study is expected to offer solutions to improve students' speaking skills, so that they can express their thoughts confidently in spoken English.

B. The Limitation of the Problems

From the problems described and mentioned above, this study is limited to students of Al Madinah Junior High School grade ninth Akhwat and only examines how the flipped learning approach affects speaking skills. The scope of this study does not include other language skills such as reading, writing, or listening.

C. Formulation of the Problem

1. How are students speaking skills before and after using flip learning method?

2. Is there any significant difference in speaking skill of control and eksperimen class?

D. The Objectives and the Significances of the Researchs

1. The Objectives of the Research

In relation to the research question above, the general objective of this study is to find out the flipped learning method in improving students' speaking ability.

- a. To find out are students speaking skills before and after using flip learning method.
- b. To find out significant difference in speaking skill of control and eksperimen class .

2. The Significances of the Research

This study's findings should be useful to the researcher, students, and teacher.

- a. For researcher, this research provides a foundation for future researchers interested in exploring flipped learning or other innovative methods in language teaching.
- b. The flipped learning approach helps students build confidence in their speaking abilities by encouraging active participation and providing plenty of opportunities for real-world practice.
- c. This research offers insight into alternative teaching strategies, which enable teachers to create more interactive and effective learning environments. By implementing flipped learning,

teachers can optimize class time for meaningful practice and student engagement.

E. Operational Variable

1. Independent Variable (X)

Flipped learning is a method for how students study subject matter first outside the classroom.

2. Dependent variables (Y)

Speaking skill is the ability to express ideas, thoughts and opinions clearly using language. Speaking is one of the most important skills in English language teaching that must be taught to students in order to communicate effectively.

F. The Relevant Research

Researcher reports the identification of using several studies to improve the students' speaking skills, some researchers' findings are briefly cited.

Quyen, (2018) at Can Tho University, Vietnam, investigated the effectiveness of the flipped classroom model in improving students' English speaking skills and determining students' perceptions of its implementation.⁶ This study used a quasi-experimental design involving two groups: an experimental group and a control group. Both groups were given pre-tests and post-tests that focused on speaking skills. The

⁶ Tran, Thi Thanh Quyen and Nguyen Van Loi. "Flipped model for improving students' English speaking performance." *CTU Journal of Innovation and Sustainable Development* 08 (2018): 90-97.

experimental group received treatment with a flipped learning approach, where students were asked to study the material outside the classroom through learning videos or other teaching materials before face-to-face meetings. In the classroom, time was used for direct practice, discussion, and interactive speaking activities. In contrast, the control group was taught using conventional learning methods, where the teacher dominated the learning in the classroom.

The study results showed that students in the experimental group experienced significant improvements in their speaking skills compared to the control group. This is proven by analyzing the pre-test and post-test results, which showed a significant increase in scores in the group taught using the flipped model. In addition, students also gave a positive response to the implementation of flipped learning. They felt more confident, more prepared when attending classes, and more motivated to participate in speaking activities in the classroom. This study concludes that flipped learning is a practical approach to improving students' speaking skills in English. This method provides more flexible learning time, facilitates independent learning, and increases student involvement in the learning process. Thus, the results of the study support using a flipped classroom as an innovative alternative method that impacts teaching speaking skills in English.

Rahmadhani, (2024) investigate the effect of the flipped learning method on speaking skill of students with different learning styles (visual

and auditory). This study used a quasi-experimental design with pre-test and post-test in the control and experimental groups, involving 58 vocational high school students.⁷ The results showed that the flipped learning method significantly improved students' speaking ability in both the visual and auditory learning style groups. However, visual learners showed a slightly higher increase than auditory learners. The results of this study were supported by t-test and correlation analyses which confirmed statistically significant differences in pre-test and post-test scores. This study has similarities with the current study, namely that both investigated the effect of flipped learning on speaking skills using quasi-experimental methods. However, the striking difference lies in the focus of the study; previous studies emphasized different learning styles (visual and auditory), while the current study only focused on eighth grade students in junior high school without differentiating their learning styles.

Ismail (2019), investigated the differences in students' English speaking ability before and after the implementation of the flipped learning method and aimed to assess the effectiveness of the model in enhancing students' speaking performance.⁸ This study employed a quasi-experimental design using a mixed-methods approach, which combined both quantitative and qualitative methods. The quantitative approach was

⁷Puan Azchira Yazid, at all. "The Effect of Flipped Learning Method on Students' Speaking of Auditory and Visual Learning Styles at vocational high school." *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 12.2 (2024): 1091-1109.

⁸Mohamad Yahya Abdullah, at all. "Implementation of flipped classroom model and its effectiveness on English speaking performance." *International Journal of Emerging Technologies in Learning (Online)* 14.9 (2019): 130.

used to measure students' improvement through pre-tests and post-tests, while the qualitative method involved observations and interviews to explore students' perceptions and experiences with the flipped classroom approach. By integrating both methods, the study aimed to provide a more comprehensive understanding of the impact of flipped learning on speaking ability.

The results showed significant differences in students' speaking ability before and after the implementation of the flipped classroom method. Thus, this study concludes that flipped learning has improved students' speaking ability. This model allows students to be more independent in preparing materials before entering class and more active during learning in the classroom.

AlKhouday (2019), investigate the study's main objective was to examine the effect of the flipped class model on students' speaking skills in the context of learning English as a foreign language (EFL) at the secondary school level. This study used a quasi-experimental design and a mixed method approach, namely a combination of quantitative and qualitative methods.⁹ The quantitative method was used to measure the differences in students' speaking skills before and after implementing the flipped class model through oral tests (speaking tests). In contrast, the qualitative method obtained more in-depth data through interviews or observations regarding students' responses to the learning implemented.

⁹ Yahya Ashour AlKhouday, at all. "The effectiveness of flipping classroom model on EFL secondary school speaking skills." *Indonesian EFL Journal* 5.2 (2019): 1-10.

The results showed that using the flipped classroom concept significantly improved students' speaking ability. Students benefited from this approach by becoming more confident, involved in their studies, and equipped to communicate in English. In other words, the flipped classroom model improves students' academic achievement and general communication skills.

This study has similarities with the current study; namely, both aim to improve students' speaking skills by applying the flipped learning method. However, there are differences in terms of research methods. This research uses a mixed-method approach that combines quantitative and qualitative aspects, while currently research only uses quantitative methods. The variations in methodological approaches show that there are multiple ways to assess the efficacy of flipped learning, including statistical measurements and examination of students' perceptions and experiences during the learning process.

Swaran (2018), investigate this study aims to investigate the use of the flipped classroom approach to improve the speaking skills of Food and Beverage TVET trainees.¹⁰ This research used a qualitative method with a case study approach. Data was collected through observation, semi-structured interviews and document analysis to understand the trainees' experiences and perceptions of using the flipped classroom approach in improving their speaking skills. At the end of the study, the results showed

¹⁰ Charanjit Kaur Swaran Singh, et al. "Flipped classroom approach for improving speaking skills of TVET trainees." *International Journal of Applied Linguistics & English Literature* 7.7 (2018): 27.

that the flipped classroom approach was effective in improving the speaking skills of trainees at IKBN.

This study has similarities in that it aims to improve students' speaking skills by using the flipped learning method, from this study it also has differences, namely in the research method. this research method uses qualitative methods, while the research method currently used is quantitative research methods.

Although various studies have shown that flipped learning can have a positive impact on students' speaking skills, most of the existing research has been conducted in higher education contexts or in different cultural settings. These studies generally focus on adult learners with higher language proficiency and learning independence. In contrast, this study investigates how flipped learning can be applied to junior high school students in Indonesia, particularly at the eighth-grade level, where students are younger and require more structured support. This study aims to fill this gap by examining the effectiveness of flipped learning in improving speaking skills among beginning EFL learners in an Indonesian school context.

G. The Systematization of the Discussion

The thesis consisting of five chapters, subsections, and descriptions reviewed in each section based on the research developed as follows is part of this systematization:

Chapter I: Introduction. Discusses the background of the research, research formulation, research objectives, research significance, relevant research, and systematic discussion.

Chapter II: Literature Review. Discusses the theoretical framework, including speaking summary, flipped learning method, hypotheses, and operational variables.

Chapter III: Research Method. Discusses the methods used, data collection, data processing, research design, location and time of research, population and sample size, and data analysis.

Chapter IV: Analysis and Discussion. Discusses data presentation, analysis and results, and overall conclusions from the data analyzed.

The last chapter of the main part of this thesis is Chapter V: Conclusions and Suggestions, which discusses the conclusions and suggestions of the research.

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